

WASHINGTON CENTER SPECIAL

2 Betty Spencer Drive
Greenville, South Carolina

Grades	K-12 Elementary School	
Enrollment	133 Students	
Principal	Wanda Brownlee	864-355-0250
Superintendent	Dr. Phinnize J. Fisher	864-355-8860
Board Chair	Roger Meek	864-233-8587

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	N/A	N/A
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A
2007	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

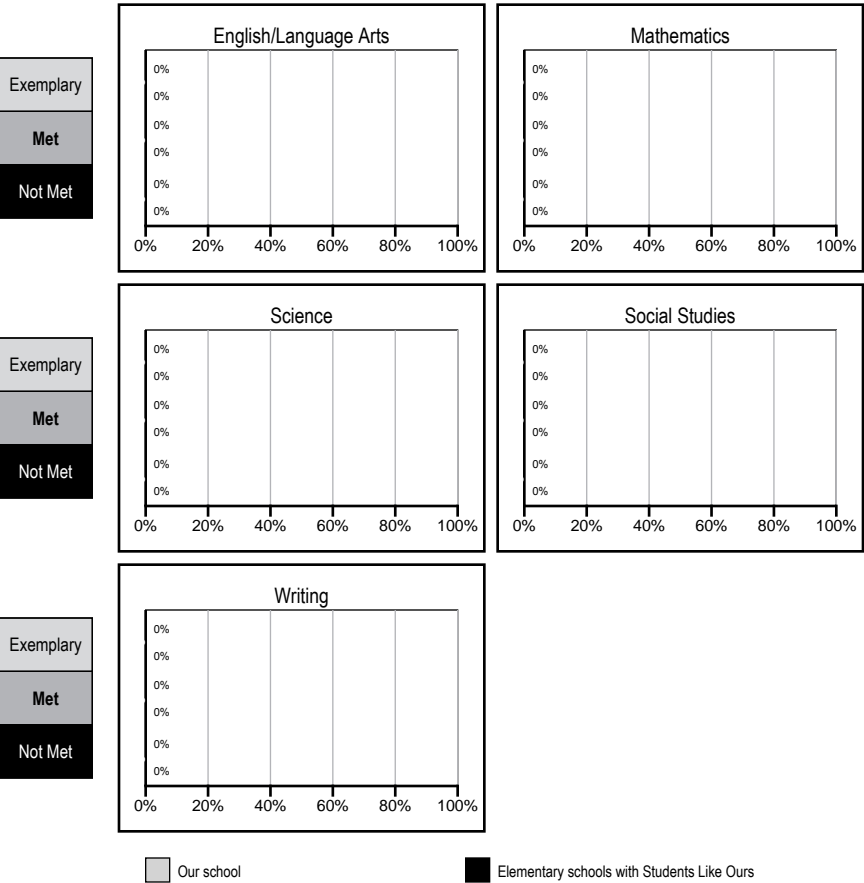
92.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	0	0	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=133)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	15.6%	Up from 12.6%	1.5%	1.1%
Attendance rate	92.4%	Down from 93.8%	96.2%	96.2%
Served by gifted and talented program	0.0%	No Change	5.5%	13.4%
With disabilities other than speech	34.5%	Down from 100.0%	4.2%	4.1%
Older than usual for grade	15.0%	Down from 15.8%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	53.8%	Up from 50.0%	61.8%	62.5%
Continuing contract teachers	92.3%	Up from 83.3%	82.4%	88.2%
Teachers returning from previous year	92.8%	No Change	84.6%	87.8%
Teacher attendance rate	91.4%	N/R	95.2%	95.2%
Average teacher salary*	\$48,088	Up 0.8%	\$45,168	\$46,773
Professional development days/teacher	10.9 days	Down from 11.5 days	10.6 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	5.3 to 1	Down from 5.9 to 1	17.6 to 1	19.9 to 1
Prime instructional time	85.6%	N/R	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$27,720	Up 1.4%	\$8,426	\$7,447
Percent of expenditures for instruction**	75.5%	Up from 75.1%	67.8%	68.4%
Percent of expenditures for teacher salaries**	75.1%	Up from 73.2%	64.2%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Washington Center, located in Greenville, South Carolina, is a separate public school serving students exhibiting severe mental disabilities. Students have co-existing disabilities such as autism, blindness, deafness, speech deficits, and motor impairments. Significant cognitive disabilities and compounding health issues are factors impacting student progress and attendance. Enrolled students live throughout the district with special transportation provided. Staffing Due Process committees comprised of parents, administrators, classroom teachers, therapists, psychologists and agency representatives develop individualized educational programs as the basis for curriculum. Following federal due process procedures, recommendations are made for placement at Washington Center.

Students attending Washington Center range in ages from 3 to 21, grades Pre-kindergarten through 12. On a separate campus, Washington Center @ Hollis opened in January 2011 to serve the qualifying pre-school special needs students, aged 3-7. During the 2010-2011 school year, Washington Center served a combined 139 students with 20 self-contained classroom teachers, one homebound teacher and 42 Para-professionals. Support staff includes a Hortitherapy specialist and a Daily Living instructor as well as Art, Music and Adapted Physical Education teachers. Staff members also incorporate four administrators, office secretary and clerk, a Media Specialist, Therapists (physical, occupational and speech), custodial and cafeteria personnel, two registered nurses, six licensed practitioner nurses and two orderlies. Vision, orientation/mobility, and hearing services are available on an itinerant basis for qualifying students. Washington Center occupied its current campus in 2005 as a prototype, state-of-the-art facility for special needs instruction. The school includes: 18 specialized classrooms, multisensory suite, multi-purpose gym, media center, art and music classrooms, Hortitherapy area with greenhouse, Daily Living classroom, instructional kitchens, and speech lab. Students have access to the state curriculum through standards-based instruction with evaluation via the South Carolina Alternate Assessment. In a mirrored configuration, Washington Center @ Hollis offers an early education setting of six classrooms, a multi-sensory suite, and a therapy room. Handicapped accessible playgrounds on both campuses provide appropriate special needs recreation.

The school offers specialized curriculum such as the Mobility Opportunities via Education (M.O.V.E.), Hortitherapy and Daily Living programs, with learning access through augmentative communication and assistive technology. Technology is integrated through touch screen adapted computers along with the use of Smart and Promethean Boards. Students participate in Special Olympics. The "Carolina Therapy Dogs" team provides monthly interactive sessions with certified, trained pets. Sensory integration opportunities are curriculum-based. Inclusion activities are shared with neighboring regular education schools. Volunteerism from area schools and the community is promoted along with numerous business partnerships. The annual "Walk and Roll" PTA sponsored fund raiser inspires community involvement. All programs are tailored to meet individual student needs. As the motto states, families and staff believe that "Those You Think Cannot...Can!" The mission of Washington Center is to provide opportunities for students to explore and develop potential for independent functioning and community involvement by addressing students' individual needs and creating a partnership with home, school, and community. Dr. Wanda Brownlee is the current Washington Center principal. The PTA/ SIC is headed by Mrs. Gloria Stamps.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 5 out of 9 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	92.4%	94.0%**	No

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	66	100	76.6	20.3	3.1	45.3	84.1	82.4	No	Yes
Gender										
Male	40	100	N/AV	N/AV	N/AV	47.4	80.8	78.7	N/A	N/A
Female	26	100	73.1	19.2	7.7	42.3	87.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	35	100	75.8	21.2	3	51.5	89.7	88.9	I/S	I/S
African American	23	100	69.6	26.1	4.3	39.1	72.2	72.9	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	93.3	93	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	79.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	83	I/S	I/S
Disability Status										
Disabled	66	100	76.6	20.3	3.1	45.3	48.6	48.1	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	79.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	38	100	72.2	22.2	5.6	50	75.7	75.4	I/S	I/S

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	66	100	78.1	20.3	1.6	39.1	84.4	81.9	No	Yes
Gender										
Male	40	100	N/AV	N/AV	N/AV	42.1	82.9	79.9	N/A	N/A
Female	26	100	65.4	30.8	3.8	34.6	86.1	84.1	N/A	N/A
Racial/Ethnic Group										
White	35	100	N/AV	N/AV	N/AV	42.4	89.4	88.9	I/S	I/S
African American	23	100	69.6	26.1	4.3	39.1	72	71.4	I/S	I/S
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	95.6	94.6	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	82.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.3	84.4	I/S	I/S
Disability Status										
Disabled	66	100	78.1	20.3	1.6	39.1	47.1	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	38	100	75	22.2	2.8	38.9	76.5	74.9	I/S	I/S

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	47	100	73.9	19.6	6.5	26.1	71.6	68.6
Gender								
Male	27	100	N/AV	N/AV	N/AV	30.8	71.4	68.3
Female	20	100	80	5	15	20	71.9	68.9
Racial/Ethnic Group								
White	24	100	65.2	30.4	4.3	34.8	81	80.7
African American	16	100	81.3	12.5	6.3	18.8	52.3	51.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	85.1	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	61.4	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	70.8
Disability Status								
Disabled	47	100	73.9	19.6	6.5	26.1	34.8	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	61.8	60.7
Socio-Economic Status								
Subsidized meals	27	100	84.6	11.5	3.8	15.4	58.4	57.3

Social Studies								
All Students	47	100	88.9	8.9	2.2	11.1	76.1	72.5
Gender								
Male	28	100	N/AV	N/AV	N/AV	11.5	75.9	72
Female	19	100	89.5	5.3	5.3	10.5	76.2	73.1
Racial/Ethnic Group								
White	26	100	N/AV	N/AV	N/AV	8.3	82.8	81
African American	15	100	80	13.3	6.7	20	61.5	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	88.5	89
Hispanic	4	I/S	I/S	I/S	I/S	I/S	69.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75.5	73.5
Disability Status								
Disabled	47	100	88.9	8.9	2.2	11.1	41.9	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	70.5	69.7
Socio-Economic Status								
Subsidized meals	25	100	87	8.7	4.3	13	65.2	62.9

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	20	0	N/A	N/A	N/A	N/A	76	73.2	92	96.4
Gender										
Male	14	0	N/A	N/A	N/A	N/A	70.2	67.2	92.1	96.3
Female	6	I/S	N/A	N/A	N/A	N/A	82.1	79.4	91.8	96.4
Racial/Ethnic Group										
White	10	I/S	N/A	N/A	N/A	N/A	83.1	81.5	91.8	96.2
African American	10	I/S	N/A	N/A	N/A	N/A	62.2	61.3	94	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.3	87	87	97.6
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.3	66.7	87.5	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	74.1	72.2	N/A	95.8
Disability Status										
Disabled	18	0	N/A	N/A	N/A	N/A	26.5	26	91.3	95.3
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	93.2
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	65.3	65.7	86.7	97.2
Socio-Economic Status										
Subsidized meals	15	0	N/A	N/A	N/A	N/A	63.7	63.2	92.8	95.9

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	13	100	N/A	N/A	N/A	7.7
	4	10	I/S	I/S	I/S	I/S	I/S
	5	11	90.9	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
2011	3	11	100	N/AV	N/AV	N/AV	27.3
	4	17	100	N/AV	N/AV	N/AV	18.8
	5	8	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Mathematics							
2010	3	13	100	N/A	N/A	N/A	7.7
	4	10	I/S	I/S	I/S	I/S	I/S
	5	11	90.9	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
2011	3	11	100	N/AV	N/AV	N/AV	36.4
	4	17	100	N/AV	N/AV	N/AV	18.8
	5	8	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	10	I/S	I/S	I/S	I/S	I/S
Science							
2010	3	7	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	5	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	N/A	N/A	N/A	N/A
	7	10	I/S	I/S	I/S	I/S	I/S
	8	1	I/S	I/S	I/S	I/S	I/S
2011	3	7	I/S	I/S	I/S	I/S	I/S
	4	17	100	N/AV	N/AV	N/AV	25
	5	4	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	6	I/S	I/S	I/S	I/S	I/S
	4	10	I/S	I/S	I/S	I/S	I/S
	5	4	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	4	I/S	I/S	I/S	I/S	I/S
2011	3	5	I/S	I/S	I/S	I/S	I/S
	4	17	100	N/AV	N/AV	N/AV	12.5
	5	4	I/S	I/S	I/S	I/S	I/S
	6	6	I/S	I/S	I/S	I/S	I/S
	7	10	I/S	I/S	I/S	I/S	I/S
	8	5	I/S	I/S	I/S	I/S	I/S
Writing							
2010	3	14	0	N/A	N/A	N/A	N/A
	4	10	I/S	N/A	N/A	N/A	N/A
	5	10	I/S	N/A	N/A	N/A	N/A
	6	12	0	N/A	N/A	N/A	N/A
	7	11	0	N/A	N/A	N/A	N/A
	8	5	I/S	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	9	I/S	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	11	0	N/A	N/A	N/A	N/A

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